

# Havasupai Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

880 Cashmere Drive, Lake Havasu City, AZ 86404

Lake Havasu Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

#### Adequate Yearly Progress\*\*\*

Met

#### School Improvement Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Beth J. Northrop  
Schedule : 7:30 AM to 3:30 PM  
Grades : K-5  
2003 Enrollment : 500  
Web Address : havasupai@havasus.k12.az.us  
Phone Number : (928) 855-4018  
Fax Number : (928) 855-9774  
E-mail : bnorthrop@havasus.k12.az.us

### Mission

Havasupai School is a Kindergarten through Fifth grade school. Reading and math will be our main focus for the year. Havasupai will be implementing a Four Block Reading Program school-wide this year. We believe in educating the whole child.

### School / Academic Goals

- Our first goal is to improve student reading. We will strive to continue to achieve our goal of having our students achieve a minimum of one year's growth in reading.
- Our second goal is to improve math competencies at each grade level. We will continue to improve the number of students achieving a minimum of one year's growth in math.

### Instructional Programs

- Inclusion/Resource Special Education
- Kindergarten Program - Full Day
- Four Block Reading Program
- Self-contained Classrooms

### Enrollment

October 1, 2002 School Year Student Enrollment : 476  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 125

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 7/21/2003  
Last Day of School : 6/7/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# Havasupai Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Technology
- Ü Promotion/Retention Issues
- Ü Attendance/Tardies
- Ü Budget

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	2.00	Teacher Aide	6.00

## Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	3	0	0
10 or more years	2	7	0	0

## Shared Responsibilities

### School

Havasupai will offer a safe, disciplined, orderly environment conducive to learning. Our staff sets high expectations for the students. Students will show a significant improvement in reading comprehension and vocabulary, as well as math computation.

### Parents

Parents will get their children to school every day, on time, ready to learn. Parents will provide nourishment so students are ready to learn. Parents will work with our staff and our expectations to ensure a quality, successful educational program.

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Staffed Library

### Extracurricular Activities

- Ü Student Council
- Ü Fourth & Fifth Grade Choir
- Ü Art Club
- Ü Parks and Recreation

### Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services

## Transportation Policy

At this time, the school district does not transport students to the elementary schools, with the exception of severely profound special education students or those students that require transportation services as indicated in their IEPs.

## Indicators of Success Based on Historical Data from 2002-03

## School Achievements/Accomplishments 2002-03

Ü Havasupai increased their number of students making one year's growth on the SAT 9 this year in reading.

Ü Havasupai increased their number of students making one year's growth in math on the SAT 9.

## School Honors

## Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü Honor Recognition - Summer Writing Program - NAU	2003

## Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	19	20	20	20
Transfers In <sup>4</sup> (Within District)	3	2	2	2
Transfers In <sup>5</sup> (Out of District)	3	10	10	9
Promotion Rate <sup>6</sup>	94	99	98	95
Retention Rate <sup>7</sup>	6	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

## Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	51	49
Grades 3-4	75	89
Grades 4-5	69	64

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	502	75372	99	98	101	500	526	523	10	5	9	49	25	25	33	41	36	9	30	30
All Students (Prior Year)	81	472	70809	NA	NA	NA	510	522	518	4	5	11	32	29	27	52	38	35	12	28	27
Female	45	237	36901	98	98	101	507	526	524	10	3	8	38	27	25	43	40	36	10	29	31
Male	35	265	38385	100	98	101	491	527	523	10	6	9	63	23	24	20	41	36	7	31	30
African American	--	NC	3589	--	NC	96	--	NC	501	--	NC	18	--	NC	33	--	NC	33	--	NC	16
Hispanic	21	96	29103	95	101	99	493	512	510	0	4	12	73	43	31	18	36	36	9	16	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	58	390	34597	100	97	98	504	529	535	10	4	4	45	22	20	36	41	38	9	32	38
Students with Disabilities	14	57	8057	117	93	99	480	500	496	25	23	23	50	27	31	25	38	28	0	12	17
Students without Disabilities	66	445	67315	96	99	101	505	528	525	7	4	8	48	25	24	34	41	37	10	31	31
Limited English Proficient Students	10	28	16925	111	104	112	NA	NA	482	NA	NA	27	NA	NA	40	NA	NA	26	NA	NA	7
Migrant Students	--	--	869	--	--	--	--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	79	324	26325	--	--	--	501	520	504	10	5	15	48	32	34	33	40	33	9	23	18
Non-Economically Disadvantaged	NC	178	49047	--	--	--	NC	538	530	NC	4	6	NC	12	21	NC	42	37	NC	42	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	499	75221	99	97	101	513	527	523	6	3	8	26	13	16	57	62	56	11	23	21
All Students (Prior Year)	79	467	70860	NA	NA	NA	526	532	524	3	3	9	20	14	17	54	48	45	23	35	30
Female	45	237	36833	98	98	100	521	528	526	3	2	6	20	12	15	63	64	56	15	23	23
Male	35	262	38319	100	97	101	502	526	520	10	3	9	33	14	17	50	59	56	7	23	18
African American	--	NC	3597	--	NC	97	--	NC	510	--	NC	14	--	NC	22	--	NC	53	--	NC	11
Hispanic	21	96	29019	95	101	99	506	514	513	0	4	12	45	25	21	55	59	55	0	12	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	58	387	34543	100	97	97	515	530	531	7	2	4	21	10	12	59	62	58	14	25	26
Students with Disabilities	14	55	8006	117	90	99	489	503	505	17	12	22	50	38	23	33	42	42	0	8	13
Students without Disabilities	66	444	67215	96	98	101	518	528	524	3	2	7	21	11	16	62	63	56	14	24	21
Limited English Proficient Students	10	28	16853	111	104	112	NA	NA	489	NA	NA	29	NA	NA	36	NA	NA	32	NA	NA	3
Migrant Students	--	--	866	--	--	--	--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	79	324	26256	--	--	--	513	524	509	6	3	14	26	15	24	57	62	51	12	20	11
Non-Economically Disadvantaged	NC	175	48965	--	--	--	NC	533	528	NC	2	5	NC	8	13	NC	61	58	NC	29	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	497	73654	98	97	99	522	531	530	13	4	9	16	12	13	68	79	70	3	5	7
All Students (Prior Year)	78	450	68592	NA	NA	NA	542	550	542	4	3	9	7	8	12	78	71	63	11	18	16
Female	44	238	36239	96	99	99	532	537	537	10	2	7	10	8	11	74	83	72	5	6	10
Male	35	259	37301	100	96	98	510	526	523	17	5	12	23	16	15	60	75	68	0	4	5
African American	--	NC	3488	--	NC	94	--	NC	515	--	NC	16	--	NC	18	--	NC	62	--	NC	4
Hispanic	20	96	28348	91	101	96	520	520	520	0	2	13	20	24	17	80	74	65	0	0	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	58	384	33924	100	96	96	524	533	537	14	4	5	16	10	10	67	80	75	3	6	9
Students with Disabilities	14	57	7306	117	93	90	495	511	506	33	24	24	17	16	20	50	56	52	0	4	4
Students without Disabilities	65	440	66348	94	98	100	528	533	531	9	3	8	16	12	13	72	81	71	4	5	8
Limited English Proficient Students	10	28	16422	111	104	109	NA	NA	495	NA	NA	30	NA	NA	27	NA	NA	43	NA	NA	0
Migrant Students	--	--	849	--	--	--	--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	78	321	25711	--	--	--	522	528	514	13	4	16	16	14	19	68	80	61	3	2	3
Non-Economically Disadvantaged	NC	176	47943	--	--	--	NC	539	535	NC	3	7	NC	9	11	NC	79	74	NC	9	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	498	76230	97	99	101	474	505	498	14	6	12	64	43	38	11	11	12	11	40	37
All Students (Prior Year)	87	491	72888	NA	NA	NA	477	503	494	8	8	14	71	42	40	10	12	12	11	38	34
Female	42	226	37247	95	98	100	481	505	500	5	4	11	63	46	40	15	14	13	17	37	37
Male	44	269	38725	96	99	101	465	505	497	24	8	14	63	40	37	8	8	12	5	43	37
African American	--	NC	3594	--	NC	96	--	NC	476	--	NC	22	--	NC	46	--	NC	11	--	NC	21
Hispanic	25	94	28100	93	97	98	472	497	482	11	6	18	79	56	47	5	8	11	5	30	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	57	389	35389	93	98	96	474	507	514	14	6	6	59	40	32	13	11	14	14	43	48
Students with Disabilities	10	83	9022	91	108	105	451	485	465	20	15	31	80	48	43	0	9	8	0	27	17
Students without Disabilities	77	415	67208	97	97	100	475	506	500	13	6	12	63	43	38	12	11	12	12	41	38
Limited English Proficient Students	NC	28	14826	NC	108	113	NC	434	460	NC	100	31	NC	0	51	NC	0	8	NC	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	82	327	25037				472	503	477	15	7	21	64	46	47	9	8	11	12	39	21
Non-Economically Disadvantaged	NC	171	51193				NC	507	507	NC	5	9	NC	38	35	NC	17	13	NC	41	43

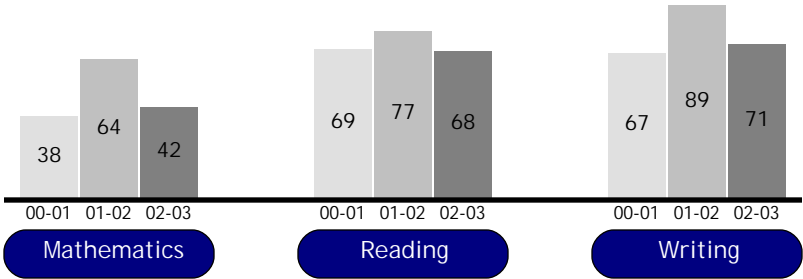
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	499	76202	97	99	101	498	507	505	23	12	19	29	24	24	45	52	46	4	11	11
All Students (Prior Year)	86	492	72779	NA	NA	NA	503	510	505	16	14	21	18	19	20	55	48	43	11	19	15
Female	42	226	37231	95	98	100	501	510	507	15	11	16	32	27	24	49	49	48	5	13	13
Male	44	271	38718	96	99	101	495	506	503	32	13	22	26	22	24	39	55	44	3	10	10
African American	--	NC	3600	--	NC	97	--	NC	497	--	NC	28	--	NC	29	--	NC	39	--	NC	5
Hispanic	25	94	28090	93	97	98	498	505	497	21	14	28	32	23	30	47	56	37	0	6	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	57	391	35371	93	98	96	498	508	512	23	11	10	30	25	20	41	51	54	5	13	16
Students with Disabilities	10	83	9097	91	108	106	497	497	493	20	29	39	40	25	27	20	36	29	20	11	5
Students without Disabilities	77	416	67105	97	97	100	498	508	506	23	11	18	28	24	24	47	54	47	3	11	12
Limited English Proficient Students	NC	28	14780	NC	108	113	NC	468	486	NC	100	50	NC	0	32	NC	0	18	NC	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	82	328	24961				498	506	495	23	14	32	31	25	30	43	50	34	4	11	4
Non-Economically Disadvantaged	NC	171	51241				NC	511	509	NC	8	14	NC	22	22	NC	57	51	NC	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	486	74692	93	96	99	500	512	502	17	10	18	26	27	27	54	56	47	4	7	8
All Students (Prior Year)	86	481	70710	NA	NA	NA	519	533	512	12	7	17	22	21	26	47	48	42	19	24	16
Female	41	221	36710	93	96	99	514	518	509	7	7	14	20	24	26	66	60	50	7	9	10
Male	42	263	37742	91	96	98	483	507	495	28	13	22	33	29	28	39	52	44	0	6	6
African American	--	NC	3516	--	NC	94	--	NC	487	--	NC	26	--	NC	31	--	NC	39	--	NC	4
Hispanic	24	91	27492	89	94	96	493	512	486	11	8	27	42	34	32	47	52	38	0	6	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	55	381	34785	90	96	94	501	513	517	19	10	10	22	26	23	54	57	56	6	8	11
Students with Disabilities	NC	74	8428	NC	96	98	NC	483	472	NC	17	38	NC	50	30	NC	29	29	NC	4	3
Students without Disabilities	76	412	66264	96	96	99	503	514	503	16	10	17	23	26	27	57	57	48	4	8	8
Limited English Proficient Students	NC	24	14363	NC	92	109	NC	457	459	NC	0	47	NC	100	34	NC	0	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	79	321	24507				498	510	480	18	12	31	26	26	33	52	56	33	4	6	3
Non-Economically Disadvantaged	NC	165	50185				NC	517	511	NC	7	13	NC	28	24	NC	56	53	NC	9	10

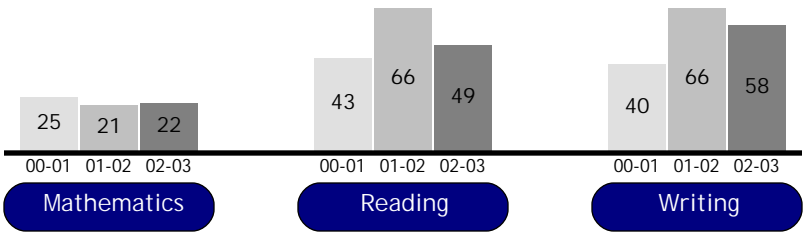
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	59	64	53	100	53	59	44	97	70	68	50
	Language	99	54	58	45	100	45	55	39	96	61	62	43
	Mathematics	100	52	65	56	100	48	64	52	97	84	74	57
3	Reading	96	44	53	50	100	52	58	43	97	57	59	47
	Language	100	44	58	55	100	55	66	50	96	61	69	54
	Mathematics	99	49	55	53	99	48	63	50	96	49	66	54
4	Reading	93	64	66	55	100	54	57	47	87	65	69	52
	Language	98	54	60	50	100	52	55	45	100	58	67	48
	Mathematics	98	57	68	56	100	49	65	52	100	65	73	57
5	Reading	96	48	58	51	100	53	64	46	96	54	62	50
	Language	99	45	53	46	100	42	58	43	100	53	60	46
	Mathematics	98	54	64	56	100	46	66	54	100	56	69	57

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

In addition to following the district policies, a concrete and iron works gated wall is located in front of the building to secure the front entrance and a locked gate secures the rear entrance of the school. All visitors must report to the office.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Beth J. Northrop	(928) 855-4018
Transportation Policy	Missy Wood	(928) 855-8279
Community Resources	Gail Malay	(928) 855-1279
School Nutrition Programs	Hans Bischoff	(928) 855-5121
Parent Organization	Becky Fetterman	(928) 855-7558
Student Health/Nurse	Angie Wright	(928) 855-4018

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( -- ). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)